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IDENTIFIERS *Textile Industry

ABSTRACT

This curriculum package on developing workplace curriculum is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. The curriculum package contains the following components: (1) a curriculum guide that provides a quick view of all the major components of the curriculum to train the trainer: developing workplace curriculum, and (2) a lesson plan that contains a detailed explanation of the activities in the curriculum guide along with examples and skeleton assessment assignments for learners. This curriculum package focuses on training workplace trainers to assess workers' needs and provides sample assessment instruments. (KC)

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Train-the-Trainer: Developing Workplace Curriculum, Part II (TT2)

EDUCATION PARTNERS

Enterprise State Junior College

MacArthur State Technical
College

Southeast Alabama Adult
Network

Laurens County Literacy Council

INDUSTRY PARTNERS

CMI Industries, Inc.

Opp & Micolis Mills

Pridecraft Enterprises

Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of \$2,243,470 (70%) with committed private sector matching funds of \$961,487 (30%), bringing the total program resources to \$3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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Module: Developing Workplace Curriculum - Part II: Assessment

Job Title: Workplace Literacy Instructor

General Instructional Objective: Learning to Learn

Overall Time: 20 min.

Lesson Plans
Warmup/Review

1. Motivational Activity - 10 min.

Participants are asked to answer the following questions (answers recorded on flip chart using markers - save chart to use in closing activity):

1. What do you want to learn today?
2. What problems have you encountered in assessing learner outcomes?

2. Administer Preview - 10 min.

Instructor asks participants to individually take preview. Answers are not given at this point (answers given after the review is administered).

DEVELOPING WORKPLACE CURRICULUM: ASSESSMENT PREVIEW/REVIEW

MATCHING

- A. Assessment
- B. Evaluation
- C. Testing
- D. Measurement

- _____ 1. Process of gathering data in order to determine value, worth, significance, or usefulness.
- _____ 2. Process of gathering information about specific skills using appropriate techniques.
- _____ 3. The administration of a specific tool to gather information about specific skills or characteristics.
- _____ 4. A method or way of comparing scores or numbers.

SHORT ANSWERS

5. **Objective:** Communicate more effectively in the work environment.
Question: For the objective written above, how would you assess the objective?

6. List five assessment methods

- 1.
- 2.
- 3.
- 4.
- 5.

SUCCESS SKILLS FOR THE TEXTILE INDUSTRY
SKILLS ASSESSMENT FOR MATHEMATICS - LEVEL 2 - TEST A

Level 2 mathematics consists of word problems which contain proprietary, site specific information. The following descriptions explain the math skills required for each problem.

1. Subtraction
2. Converting minutes to seconds
3. Converting minutes to seconds
4. Division
5. Subtraction; multiplication
6. Averaging
7. Addition
8. Division
9. Subtraction; multiplication; percentages
10. Addition; subtraction
11. Speed, frequency formula
12. Speed, frequency formula
13. Fahrenheit to centigrade conversion
14. Centigrade to Fahrenheit conversion
15. Ratio formula
16. Ratio formula
- 17 - 23. Charts and graphs

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SUCCESS SKILLS FOR THE TEXTILE INDUSTRY
SKILLS ASSESSMENT FOR MATHEMATICS - LEVEL 1 - TEST A

1. $64 + 27 =$
A. 81 B. 91 C. 92 D. 101 E. NONE OF THESE
2. $338 + 291 + 500 =$
A. 1129 B. 1139 C. 2028 D. 1029 E. NONE OF THESE
3. $5431 + 6897 + 1234 =$
A. 13472 B. 12472 C. 14572 D. 13471 E. NONE OF THESE
4. $68 - 43 =$
A. 15 B. 35 C. 24 D. 25 E. NONE OF THESE
5. $932 - 568 =$
A. 374 B. 364 C. 464 D. 264 E. NONE OF THESE
6. $29432 - 8743 =$
A. 20789 B. 20699 C. 20689 D. 21688 E. NONE OF THESE
7. $29 \times 8 =$
A. 233 B. 223 C. 244 D. 231 E. NONE OF THESE
8. $4381 \times 7 =$
A. 30067 B. 30667 C. 28067 D. 31667 E. NONE OF THESE
9. $861 \times 234 =$
A. 200474 B. 201574 C. 203475 D. 201474 E. NONE OF THESE
10. $54 \div 6 =$
A. 10 B. 8 C. 7 D. 9 E. NONE OF THESE
11. $432 \div 12 =$
A. 46 B. 36 C. 37 D. 35 E. NONE OF THESE
12. $74321 + 123 =$
A. 602 B. 603 C. 605 D. 614 E. NONE OF THESE

13. $.6 + .8 =$
 A. 1.3 B. .14 C. 1.4 D. 14 E. NONE OF THESE
14. $4.361 + 8.02 =$
 A. 5.163 B. 12.561 C. 12.363 D. 12.381 E. NONE OF THESE
15. $.2 + .32 + .312 + .442 =$
 A. 1.274 B. .788 C. 1.29 D. 3.274 E. NONE OF THESE
16. $.68 - .23 =$
 A. .46 B. .35 C. .44 D. .45 E. NONE OF THESE
17. $.9942 - .0043 =$
 A. .9999 B. .9899 C. .9985 D. .9809 E. NONE OF THESE
18. $27.6423 - .6 =$
 A. 27.6417 B. 27.0403 C. 27.0423 D. 21.6423 E. NONE OF THESE
19. $4 \times .9 =$
 A. 3.6 B. .36 C. 36 D. 3.5 E. NONE OF THESE
20. $.12 \times .15 =$
 A. 1.8 B. .018 C. .0018 D. 18 E. NONE OF THESE
21. $150 \times .05 =$
 A. 75 B. .75 C. 7.5 D. 8.25 E. NONE OF THESE
22. $9.6 \div 3 =$
 A. 3.3 B. .32 C. 32 D. 3.2 E. NONE OF THESE
23. $.64 \div .4 =$
 A. 16 B. .16 C. 1.6 D. 160 E. NONE OF THESE
24. $.5618 + 1.06 =$
 A. 5.3 B. .53 C. 53 D. 1.89 E. NONE OF THESE
25. $1/5 + 3/5 =$
 A. $4/10$ B. $3/25$ C. $4/5$ D. $2/5$ E. NONE OF THESE
26. $2 \frac{3}{8} + 1 \frac{1}{4} =$
 A. $3 \frac{4}{12}$ B. $3 \frac{5}{8}$ C. $2 \frac{5}{8}$ D. $3 \frac{3}{32}$ E. NONE OF THESE

27. $2/3 + 3/5 + 1/4 =$
 A. $1\ 1/2$ B. $37/60$ C. $1\ 2/3$ D. $89/60$ E. NONE OF THESE
28. $5/7 - 2/7 =$
 A. $3/14$ B. $3/0$ C. $10/14$ D. $3/7$ E. NONE OF THESE
29. $9\ 11/12 - 3\ 1/2 =$
 A. $6\ 1/2$ B. $6\ 11/24$ C. $6\ 5/12$ D. $5\ 10/10$ E. NONE OF THESE
30. $7\ 1/3 - 5\ 7/8 =$
 A. $1\ 11/24$ B. $25/5$ C. $2\ 3/4$ D. $24/35$ E. NONE OF THESE
31. $3/4 \times 3/5 =$
 A. $9/20$ B. $6/9$ C. $2/3$ D. $12/15$ E. NONE OF THESE
32. $7/8 \times 5/3 =$
 A. $12/11$ B. $1\ 11/24$ C. $21/40$ D. $1\ 5/12$ E. NONE OF THESE
33. $1/3 \times 3 \times 1\ 2/5 =$
 A. $22/15$ B. $1\ 2/45$ C. $1\ 2/5$ D. $1\ 5/16$ E. NONE OF THESE
34. $5/6 \div 3/7 =$
 A. $15/63$ B. $5/21$ C. $1\ 17/18$ D. $18/35$ E. NONE OF THESE
35. $2\ 1/2 \div 5/12 =$
 A. $2\ 5/25$ B. 6 C. $24/25$ D. $6\ 1/5$ E. NONE OF THESE
36. $3\ 1/3 \div 6\ 3/4 =$
 A. $2\ 1/40$ B. 2 C. 22.5 D. $40/81$ E. NONE OF THESE
37. 23% OF 40 =
 A. 9.2 B. .92 C. 92 D. 17 E. NONE OF THESE
38. $1/4 =$ _____ PERCENT
 A. 400 B. 25 C. 40 D. 10 E. NONE OF THESE
39. 14 IS 20% OF WHAT NUMBER?
 A. 2.8 B. 1.4 C. 70 D. .7 E. NONE OF THESE

Deferral Limits

Generally annual deferrals may not exceed the lesser of \$7,500 or 25% of the employee's salary. The salary to be used to determine the percentage limit does not include retirement contributions picked-up by the employer or any other salary not includible as federal wages but does include the salary to be deferred.

However, for those employees who do not defer the maximum amount each year the plan allows for limited "catch-up" deferrals. For one or more of the last three taxable years ending before the employee attains normal retirement age, the employee may defer the lesser of (a) \$15,000 or (b) the sum of the normal deferral limit plus the difference between the deferral limit and the employee's actual deferrals in previous years. Normal retirement age is age 60 or such other age, which may be earlier than 60 but not be later than 70 1/2, at which time the employee may retire and receive immediate unreduced benefits under his pension plan. In determining whether the employee has exceeded the maximum deferral limits, amounts excluded from gross income under a 403(b) or 401(k) plan count against the deferral limit and reduce directly the amount which may be deferred.

Investment

RSA-1 funds will be invested in the same type investments and subject to the same guidelines and limitations as applicable to investments made by the Teachers' and Employees' Retirement Systems. Earnings will be credited to each participant's account on March 31 and September 30 of each year and member statements will be mailed at those times.

Availability of Funds

RSA-1 is not a savings account in which participants make periodic withdrawals. Rather, it is a retirement account that is accessed only after the participant has either retired or otherwise terminated employment.

A member may not withdraw his account unless he meets one of the following conditions:

- (1) Retirement or termination from employment.
- (2) Unforeseeable Emergency defined as follows:
 - (a) The member or his dependent is faced with a severe hardship resulting from a sudden and unexpected illness or accident.
 - (b) The member is faced with a severe hardship resulting from loss of property due to flood, fire, windstorm or other similar and extraordinary circumstances.

In case of emergency withdrawals due to unforeseeable emergency, payment may not be made if the loss was protected by insurance or can be satisfied by liquidation of the member's assets, to the extent the liquidation of such assets would not in itself cause severe financial hardship, or by stopping payroll deductions to this plan. In the event of emergency withdrawals described above, payments from the member's account can be made only to the extent reasonably necessary to satisfy the emergency.

These are the only conditions that permit the member to withdraw his account. Hardships that do not fall into the unforeseeable category described above do not qualify for withdrawals.

Method of Distribution

Distributions from the plan shall be by lump sum or by equal monthly payments at the employee's election provided such distributions comply with the limits imposed by Section 457 of the Internal Revenue Code.

If the employee chooses to receive distribution of his funds in a lump sum the entire amount must be distributed to such employee not later than the later of April 1 of the calendar year following the calendar year in which the employee attains age 70 1/2 or retires, whichever is later.

If the employee chooses to receive distribution of his funds in equal monthly payments, such funds must be distributed beginning not later than April 1 of the calendar year following the calendar year in which the employee either attains age 70 1/2 or retires, whichever is later, over the life of such employee or over the lives of such employee and a designated beneficiary, or over a definite period (for example, 5 years) not extending beyond the life expectancy of such employee or the life expectancy of such employee and a designated beneficiary.

In the case of a distribution beginning before the death of the participant, such distribution must be made on a form under which at least 2/3 of the total amount payable with respect to the participant will be paid during the life expectancy of such participant (determined as of the commencement of the distribution), and any amount not distributed to the participant during his life will be distributed after the death of the participant at least as rapidly as the method of distribution being used as of the date of his death.

In the case of a distribution which does not begin before the death of the participant, the entire amount payable with respect to the participant must be paid during a period not to exceed 15 years unless the surviving spouse is the beneficiary. If such spouse is the beneficiary the entire amount payable must be paid during a period not to exceed the life expectancy of the surviving spouse.

*

Taxation of Distribution

Deferred income and investment earnings distributed from RSA-1 will be taxed to the employee or beneficiary as ordinary income in the year of distribution. There is no penalty tax imposed on distributions from a Section 457 deferred compensation plan such as RSA-1 regardless of the recipient's age at the time of distribution. Distributions may not be "rolled over" to any other tax deferral plan except that funds in RSA-1 may be transferred to another Section 457 plan, if that plan will accept the transfer, without such transfer being considered a taxable distribution. RSA-1 however, will not accept transfers from other deferred compensation plans.

Nature of Plan

It is not permissible, for employees to claim a deduction for funds placed in RSA-1. Funds submitted to RSA-1 are simply not included in the employee's gross taxable income for federal income tax purposes.

It is intended that RSA-1 be an eligible deferred compensation plan within Section 457 of the Internal Revenue Code and the above plan description is a summary of plan requirements under the section. In the event that, and to the extent that, the requirements of such law and the regulations issued thereunder differ from this description, RSA-1 will be governed by and administered in compliance with such law and applicable regulations.

For further information contact RSA-1, The Retirement Systems of Alabama, P.O. Box 302150, Montgomery, Alabama 36130-2150, telephone number 205-832-4140.

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WORKFORCE 2000 WORKSHOP
CUSTOMIZED ASSESSMENT

- I. The Process
 - A. DACUM
 - B. Experts
 - C. Floor problems
 - D. Manuals
 - E. Writing
- II. The Format
 - A. Reading
 - 1. Level 1 pre and post
 - 2. Level 2 pre and post
 - B. Math
 - 1. Level 1 pre and post
 - 2. Level 2 pre and post
 - C. Writing
 - 1. Level 1 pre and post
 - 2. Level 2 pre and post
- III. The Foundation
 - A. Other classes, programs (example: Automated Resin Blending Systems)
 - B. Can be modified for other plants (Dallas - Rome -woolen)
- IV. The Frustrations and Pitfalls
 - A. Testing frenzy
 - B. Time constraints require modification
- V. Continuous Improvement
 - A. Input from site steering committee
 - B. Instructor input
 - C. Changed plant processes
- VI. Activity
 - A. Select a competency used in your particular plant
 - B. Write a site-specific word problem utilizing selected competency
- VII. Q & A

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WORKFORCE 2000 WORKSHOP
CUSTOMIZED ASSESSMENT

DACUM RESULTS

DACUM panels for jobs available to new hires suggested the following competencies:

MATH

Basic mathematics
Whole numbers
Addition
Subtraction
Decimals
Percentages
Fractions
Poundage

READING

Basic reading skills

WRITING

Basic writing skills
Basic spelling skills

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WORKFORCE 2000 WORKSHOP
CUSTOMIZED ASSESSMENT

ACTIVITY _____

Directions: Select a reading, math, or writing competency used in your particular plant, and write it below.

Directions: Write a plant or site specific test item utilizing the selected competency.

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PRINCIPLES OF ASSESSMENT:

the assessment process is positive; main responsibility is to teach - not test

1. Assessment must be explicitly purposeful
2. Assessment must be related to the requirements of the curriculum
3. Priorities must be set for assessment
4. Only those assessment tools and techniques should be selected and used that are appropriate for the purposes of the assessment
5. Assessment should proceed from evaluating broad, general areas to specific skills
6. Errors must be analyzed
7. The assessment findings must be substantiated
8. Record and report the results of assessment
9. Assessment practices should be improved continuously

How:

1. Know the curriculum
2. Establish the beginning point of assessment
3. Analyze the responses
4. Select instructional strategies to use
5. Schedule the instructional sessions

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Questions to consider when selecting assessment instruments and procedures for use in adult literacy:

1. What is the purpose of the assessment?
2. Is the assessment instrument appropriate for use with adults?
3. How reliable, practical, and valid is the instrument?
4. Is the instrument culturally sensitive?
5. Is there congruence between the instrument/approach and the instruction?

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ASSESSMENT CHECKLIST

1. Authentic
2. Match Objectives and Activities
3. Is it Appropriate
4. Feasible
5. Reliable - Scores the same across several administrations
6. Ease of Administration and Scoring
7. Practical
8. Reasonable
9. Valid - Scores what I want it to
10. Cultural Sensitivity
11. Ethical
12. Data Necessary
13. Time/Cost Effective
14. Acceptable Technical Characteristics

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BOGUS CURRICULUM

SPECIFIC INSTRUCTIONAL OBJECTIVE	TIME	LEARNING ACTIVITIES	RESOURCE S/MATERIALS	EVALUATION (PROCESS/STATUS)
Communicate more effectively in the work environment (part 2).	5 min	Define listening effectively and have students estimate their own listening efficiency. Take class average and compare to studies.	1st article	~~Class~~ class average rating
	5 min	Read article and discuss how one step relates to next.	same overhead	Participation in discussion
	10 min	Rate individual ability to listen	2nd article	Rating
	10 min	Outline 4 key elements of good listening.	article 1	Observation

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WORKFORCE 2:00 PARTNERSHIP (IEP)

Name of Course: _____

Name: _____

Employer: _____

Date of Course: _____

GOAL	X	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
1. Improve skills for current job						
2. Improve skills for changing technology/future jobs						
3. Improve reading/writing/math						
4. Improve problem solving/critical thinking						
5. Improve speaking/listening						
6. Improve English (for non-native speaker)						
7. GED						
8. Other (Specify)						

Employee Signature _____

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Date _____

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Instructor Signature _____

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MODULE Writing Skills

GENERAL INSTRUCTIONAL OBJECTIVE: Use Legible Writing and Appropriate Grammar
 JOB TITLE: Sewing Supervisor

Specific Instructional Objective	Learning Activities	Resources/Materials	Evaluation (Process/Status)
II.A.200 Utilize appropriate mechanics of Standard English.	Review previous lesson's use of dictionaries and thesaurus. Review together assignment of page 64 and 65. Discuss different words used by each student.	<u>Pre-GED Writing</u> , Steck-Vaughn, pp 64-65.	
Use appropriate punctuation, spelling, and language	Discuss the mechanics of writing. Present handouts from Steck-Vaughn's <u>Pre GED Writing</u> and review rules together Discuss proper answers as the students write on the board.	<u>Pre GED Writing</u> Steck-Vaughn, pp 150-163	
Edit and rewrite reports to make them more accurate	Mini lecture on writing process, discussing, editing, and rewriting for final draft. Discuss 6 question words needed to write better reports, memos or letters.	<u>Pre-GED Writing</u> , Steck-Vaughn, pp 16, 19, 24, 27. Have them refer to handout from first lesson "How good problem solvers think about writing" (what, who, when, how, why, where)	
	Review proper use of language and editing written communication.		

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GENERAL INSTRUCTIONAL OBJECTIVE: Use Legible Writing and Appropriate Grammar
2 JOB TITLE: Sewing Supervisor

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Edit and rewrite reports to make them more accurate	Mini lecture on writing process, discussing, editing, and rewriting for final draft. Discuss 6 question words needed to write better reports, memos or letters.	<u>Pre-GED Writing</u> , Steck-Vaughn, pp 16, 19, 24, 27. Have them refer to handout from first lesson "How good problem solvers think about writing" (what, who, when, how, why, where)	
	Review proper use of language and editing written communication.		